

### Octorara Area School District

**Acquisition Lesson Plan--Elementary**

Plan for the Concept, Topic, or Skill - Not for the Day

Name/Bldg: Heidi Ferry/OIS Date(s): revolving-1week

Topic/Concept: Closed Syllables Course/Subject: Word Study

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| Essential Question: What is a closed syllable and how do I identify it?  -------------------------------------------------------------------------------------------------------------------  What do students need to learn to answer the Essential Question?  **Assessment Prompt :** What sound does a vowel make when a syllable ends in a consonant?  **Activating Strategy**: Students thumb up if they think the vowel is long, thumb down if they think it is short.  **AP #1:**  Explain to students that a closed syllable end in a cononant and the sound is long. Using the word napkin as an example the first syllable is nap and has the short a vowel sound. Then explain to students that we are going to practice moving from one syllable words to multisyllabic words. Write following open syllables on the board: As a classstudents will read one syllable words in the first column and will then transition to reading multisyllabic words in the second column: (group talk-reading)  *nap napkin cab cabin pig pigment*  *but button cut cutlet ran randomly*  *ten tennis kit kitchen*  *den dentistry pan panicky*  **Extentended Thinking:** The following word parts are written on the board: *tic,et,ic,fran,plas,tent, bask,jack,com,con,pan, rus.* Then with partners students build as many words as possible,  **Summarizing Strategy:** Students are asked to give thumbs up again hopefully with all students pointing thumbs down for short vowel sound.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Assessment Prompt:**  What part of the word is a closed syllable?  **Activating Strategy:**. Students and teacher chorally read the words on the closed syllable speed drill.(choral and echo reading)  **AP#2**: Students are reminded what a speed drill is and using the closed syllable speed drill graphic organizer students chorally read all the words and then attempt to separate the words between the closed syllables then practice saying the words .(text marking)  **Extendended Thinking:**. Students time each other reading the closed syllable speed drill and record their answers. Students are attempting to improve their time  **Summarizing Strategy:** Students review with their partners any words they had trouble pronouncing or identifying. (Group talk)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessment Prompt** : What is a syllable and what are the most frequent syllables?  **Activaiting Strategy:**. Students continue to add to their list of previously generated syllables.  **AP#3:** . Students are given the high frequency syllable fluency activity. Students are asked to underline the syllable in each word. The students then practice reading the words with a partner. Then students cut apart the word cards and practice sorting them by common syllables.  **Extended Thinking**: Students time each other sorting by common syllables to increase automaticity(pair share)  **Summarizing Strategy:** Students review their lists of generated syllables from previous lessons to see if they can add to the list. |
| ---------------------------------------------------------------------------------------------------------------------------------------  **\*Key vocabulary to preview/review:** prefixes;suffixes;base words(root words),syllables, vowels, consonants, closed syllables |
| Teaching Strategies:  **Graphic Organizer:**  (AP1)  AP 2) Closed Syllable Speed Drill  (AP3) High Frequency Syllable Fluency |
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